

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATIONS
UZBEK STATE WORLD LANGUAGES UNIVERSITY**

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INFORMATION COMMUNICATIONAL TECHNOLOGIES IN TRANSLATION

TASHKENT – 2024

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND
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**UZBEK STATE WORLD LANGUAGES UNIVERSITY
THE FACULTY OF INTERNATIONAL JOURNALISM**

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Information Communicational Technologies in Translation

The educational – methodological guidebook

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The educational–methodological guidebook is created for students of higher educational institutions who study English not only in philological but also in technical fields. The guidebook includes current topics of information technology and the global network.

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Introduction

Over the past 10 years, the world has witnessed revolutionary changes in the field of information technology, as well as a change in the way of working in various fields: industry, education, medicine and others. This rapid growth in technology has offered the best solution for exploring new teaching and learning models. In fact, technology plays a vital role in teaching English. Technology has allowed teachers to adapt to different activities in the classroom, thereby improving or encouraging the learning of English. English has become an absolutely essential language for every educated person. Information technology can help as a real educational framework that allows students to learn English in a completely different way. Information technology continues to evolve as an important tool to help teachers make learning English easier for their students. During the early stages of this century, the range of technologies available for use in learning and teaching English became very diverse.

The book includes 16 topics, covering many interesting topics, followed by exercises. They emphasize the importance of information and communication technologies in the study of languages, the importance of which is relevant not only for students, learners, but also for professors and teachers. This manual can raise the interest of students and awaken their desire to learn the language as the content and methodology of exercises are directed for improving all language skills.

1. The role of ICT in translation

1.1. Discuss the following questions in the group.

1. What is ICT?
2. Where do you get information? Why?
3. How do you know to use ICTs?
4. What do you think about the word “communications”?
5. How much do you use technology?
6. What is the role of ICT in teaching English?

1.2. Read and translate the following article from wordpress.com and answer the questions below.

THE ROLE OF ICT IN EDUCATION SECTOR

By: Saverinus Kaka, S.Pd.

Nowadays the role of Information and Communication Technology (ICT), especially internet in the education sector plays an important role, especially in the process of empowering the technology into the educational activities. Education sector can be the most effective sector to anticipate and eliminate the negative impact of ICT. Technology (internet) in another side can be the most effective way to increase the student's knowledge.

Being aware of the significant role of ICT (internet) in our life, especially in the educational activities, education authorities should be wise enough in implementing the strategies to empower ICT in supporting the teaching and learning process in the classroom. ICT is not just the bloom of the educational activities, but also it will be the secondary option to improve the effective and meaningful educational process.

The main purpose of the Strategy for Information and Communication Technology Implementation in Education is to provide the prospects and trends of integrating information and communication technology (ICT) into the general educational activities.

There are some unavoidable facts in the modern education; First, the ICT has been developing very rapidly nowadays. Therefore, in order to balance it, the whole educational system should be reformed and ICT should be integrated into educational activities.

Second, the influence of ICT, especially internet (open source tool) cannot be ignored in our student's lives. So, the learning activities should be reoriented and reformulated, from the manual source centered to the open source ones. In this case the widely use of internet access has been an unavoidable policy that should be anticipated by schools authorities.

Third, the presence of multimedia games and online games by internet has been another serious problem that should be wisely handled by the educational institutions. The students cannot be exterminated from this case. They can have and do with it wherever and whenever they want. Schools, as a matter of fact, do not have enough power and time to prevent or stop it after school times. Meanwhile, most parents do not have enough times to accompany and control their children. So, the students have large opportunities to do with multimedia games or online games or browsing the negative and porn sites. Having been addicted, the students will have too little time to study, and even do not want to attend classes.

In such situation, education institutions play an important role to eradicate these problems. One of which is by facilitating the students to do edutainment or educational games. Schools can let their students be familiar with educational games adjusted by their teachers. Besides, they can also support and facilitate their students to have their own blogs in the internet. A lot of WebBlog providers are free to the users, such as WordPress. In their blogs, the students can create and write something, like an article, poem, news, short stories, features, or they can also express their opinion by an online forum provided in the internet. They are able to share experiences throughout their blogs to others from all over the world. I think it will be an interesting activity for them, and it will lessen their time to visit the negative or porn sites existed.

By doing so, I think our young generation will get more and more information and knowledge by browsing in the internet. They can also create innovation in web design that it may be out of the formal curriculum content, but it will be useful for their future.

Fourth, the implementation of ICT in education has not been a priority trend of educational reform and the state paid little attention to it. Therefore, there should be an active participation, initiative and good will of the schools and the government institutions to enhance ICT implementation at school.

Fifth, the teachers should be the main motivator and initiator of the ICT implementation at schools. The teachers should be aware of the social change in their teaching activities. They should be the agent of change from the classical method into the modern one. They must also be the part of the global change in learning and teaching modification.

The followings are the aim and objectives of ICT implementation in education:

1. to implement the principle of life-long learning / education.
 2. to increase a variety of educational services and medium / method.
 3. to promote equal opportunities to obtain education and information.
 4. to develop a system of collecting and disseminating educational information.
 5. to promote technology literacy of all citizens, especially for students.
 6. to develop distance education with national contents.
 7. to promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)
 8. to support schools in sharing experience and information with others.
-

1. What is the main purpose of the Strategy for Information and communication Technology Implementation in Education?
2. Having been addicted, what are the negative sides using the ICT for students?
3. What can the school authorities do to solve this problem?
4. What can the students do in their blogs?
5. How should the teachers react in the process of ICT implementation at school?

Vocabulary

1.3. Look up the meanings of the words. Complete each sentence with one of the words.

- | | | |
|----------|---|-------|
| Language | - | _____ |
| Virus | - | _____ |
| Bit | - | _____ |
| plug-in | - | _____ |
| browser | - | _____ |
| mouse | - | _____ |
| menu | - | _____ |
| package | - | _____ |

address - _____
key - _____

1. Select an option from the drop-down _____.
2. The smallest unit of data in a computer is a _____, short for *binary digit*.
3. Anti _____ software protects computers from infection.
4. High-level programming _____, such as C and C++, are made up of letters, numbers and symbols.
5. To view information on the Internet you need a web _____.
6. Click on the _____ twice to open the program.
7. This software _____ includes a number of programs that businesses will find useful.
8. One way to protect data is to encrypt it so that only someone with the correct _____, or password, can open it.
9. Most Internet _____ begin www.
10. You may need to install a _____ to play music or watch films on your computer.

1.4. Study the words in the box. Look up the meanings of the words from a dictionary. Define the prefixes and suffixes of each word.

antivirus / centimeter / gigabyte / hyperlink / Internet / kilobit / microchip /
millisecond / miscalculate / output / restart / subnetwork / superhighway /
telecommunications / undetected / classify / computerize / connector /
developer / digital / downloading / electronic / instruction / management /
mobility / paperless / performance / software / technology / variable

1.5. Use words from this page to label the pictures. Add labels for other items in the pictures.



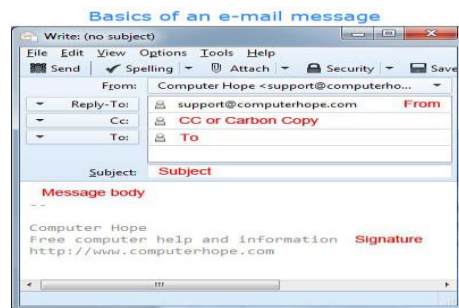
1. _____



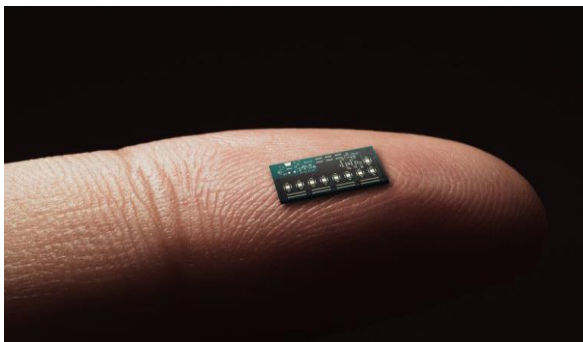
2. _____



3. _____



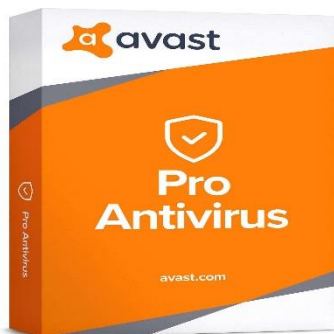
4. _____



5. _____



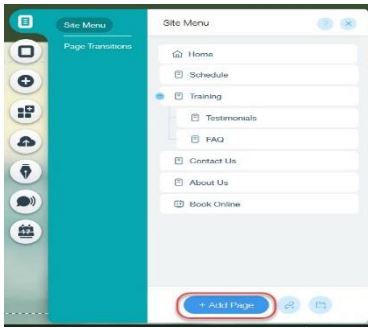
6. _____



7. _____

```
def add5(x):  
    return x+5  
  
def dotwrite(ast):  
    nodename = getNodeName()  
    label=symbol.sym_name.get(int(ast[0]),ast[0])  
    print ' %s [label="%s" % (nodename, label),  
    if isinstance(ast[1], str):  
        if ast[1].strip():  
            print ' %s";' % ast[1]  
        else:  
            print '"]'  
    else:  
        print '["';  
        children = []  
        for n, childenumerate(ast[1:]):  
            children.append(dotwrite(child))  
        print ', ' %s -> {' % nodename  
        for n,namechildren  
            print '%s' % name,
```

8. _____



9. _____



10. _____



11. _____



12. _____

2. Assessing language skills through ICT

2.1. Read and translate the following information about ICT in language assessment and discuss the following questions with your group.

1. What are language skills?
2. Which types of assessment do you know?
3. How do you think to assess writing skill?
4. Which software (programs) do you know to assess speaking skill?
5. What would you do to check listening skill using ICT?

Use of ICT (Information and Communication Technology) in Language Testing

The online testing include the incorporation of interactive skills and effective formative feedback. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teacher in teaching, learning and testing in process. ICT has been publicized as potentially powerful enabling tools for educational change and reform. The computers. Smart Phones, Tablets, iPad, laptops etc. play significant role in language testing using ICT.

The technology in this era has been grown up not only from the quality but also the efficiency. They are moving fast without any limit from every product. The need of technological innovation has brought the communication revolution and rapid development of technological application testing. It can be used in Language assessment in written (electronic form-filling) and oral (on screen reading and discussion) using virtual communication tools like video chatting - SKYPE, Face book etc.

The manual procedure used for conducting test is time-consuming process and error prone due to human limitations. The online test is designed to conduct an interpreting test for candidates online, using web-based synchronous cyber classrooms or through internet from anywhere in the world.

ICT in Language Testing:

Writing Test:

The conceptualization and development of the computer-based version of the writing test was based on writing test on computer which includes using keyboard. It was important that students were able to read the information off the computer

screen easily. In the computer based test, the information was broken up into segments and organised under multiple tabs.

Students were guided through the different segments of the test indicated clearly in the navigational tabs. Another consideration was ease of reference, as students would need to refer to the stimulus material and the task details while they attempted the form- filling and writing tasks.

Test authenticity was a key consideration in the test design. Writing paper via an e-platform would approximate the real-life conditions under which the form-filling and writing tasks take place. As for the stimulus materials, the information was organised into sections with a simple navigation system consisting of tabs at the bottom of the screen. Appropriate graphics and photographs were added to illustrate key concepts and complement the design of the simulated website.

Oral Test:

The test consisted of two components: Reading Aloud and Spoken Interaction.

The two aspects:

- (1) the delivery of the Reading Aloud text on computer; and
- (2) the use of video stimulus in Spoken Interaction.

Some of the principal examples of **Computer Aided Assessment** (CAA) in languages, as outlined in the ICT4LT website include:

- interactive exercises and tests completed on a computer
- use of computers to produce coursework
- on-screen marking of students' word-processed writing
- use of revision software
- using a spreadsheet or database to keep a record of students' marks
- use of email to send coursework and to receive marks and feedback
- use of Web pages to set tasks for students and to provide tutor support
- use of plagiarism detection software.

The most common test types as:

- matching
- multiple-choice
- Cloze
- sentence reordering / jumbled words
- text reconstruction
- true or false
- crosswords

- wordsearch
- text entry quiz.

There is a range of software available on the web which helps with the reinforcement of language learning and can be used as formative assessment by testing learners on vocabulary, phrases, gap-fill and grammar.

Practical work:

1. Visit the website www.classmarker.com and register with your email.
2. Verify in your email sent by the website.
3. Create any tests in your account in the website.
4. Create a group.
5. Assign your friend.
6. Create links to send out to users.
7. Make a certificate.

2.2 Classify these jobs under the heading that best describes their function.

software engineer	help desk technician	database administrator
trainer	network analyst	systems analyst
hardware engineer	network administrator	

ANALYZE	DESIGN/DEVELO	MANAGE	SUPPORT
↓	↓	↓	↓
1. _____	3. _____	5. _____	7. _____
2. _____	4. _____	6. _____	8. _____

2.3 Draw lines between the columns to make true sentences about jobs.

A technical	designer	controls all the operations and people in a project.
A project	writer	writes documentation of a program or device.
A web	specialist	plans and keeps websites updated.
A security	manager	designs applications against viruses.

2.4 What jobs are being offered in these advertisements?

We are seeking a person to operate peripheral computer equipment, and perform report distribution duties and backup procedures on our servers.

Major Responsibilities

- Operating printers and unloading reports from the printer and distributing them through the internal mail system.
- Performing backups on various operating systems
- Analysing and troubleshooting problems in the Data Centre reported by Help Desks or IT support associates.

The successful candidate will be responsible for maintaining logical and physical database models as well as managing the database.

Job Requirements

- Bachelor's degree in Computer Science, a related field or equivalent experience
- Analytical skills and a proficiency in developing structured logic

Jobs in computing

Most ICT-related jobs have developed to meet the need to analyze, design, develop, manage or support computer software, hardware or networks. All the people involved in the different stages of development of a computer project, i.e. analysts, programmers, support specialists, etc. are controlled by a **project manager**.

ANALYZE

A **database analyst** is in charge of the research and development of databases; **network analysts** study the network requirements and recommend the most suitable type of network; **systems analysts** decide what ICT system will cater for the requirements of a specific institution.

DESIGN AND DEVELOP

Web designers, also called **webmasters**, create and maintain web pages and web applications for websites.

Software engineers, either application programmers or systems programmers, plan, design, and test computer programs.

Hardware engineers design and develop ICT devices.

Security specialists specialize in the design of software and hardware to protect information from malware: viruses, spyware, etc.

MANAGE

Network or computer systems administrators install and maintain networks. **Database administrators** manage the accuracy and efficiency of databases.

SUPPORT

Computer operators control computer data processing.

Help desk technicians are in charge of troubleshooting, the solution of technical problems.

Computer training instructors or trainers

teach people how to use hardware and software.

Technical writers write the instructions for ICT systems.

Computers and jobs: new ways, new profiles

With the development of ICT, there has been a change in the way lots of jobs are done.

I've become a teleworker, a person who can work at home, thanks to teleworking or telecommuting, so I can work away from my official workplace. High-speed communications have made it possible.

typesetter. Now I work as a desktop publisher: I create documents with DTP software.

I'm training to work as an online teacher. I want to be a specialist in e-learning, distance education via the Internet.

I like this new aspect of my job: I practise telemedicine - it's like having a long-distance surgery. "Real-time data transmissions and virtual operations enable me to cure people who are far away.

ICT has made my job much better and easier. Now I like to call myself a computer animator, with my computer I create cartoons I couldn't think of before.

2.5 Complete the text with words.

The use of ICT has caused the development of new ways of working. People no longer need to be stuck in an office. Laptops, the Internet and wireless technologies allow (1)..... . What's more, there are more and more people who have decided to become (2).....and so have no need to travel to work at all.

The Internet has also enabled doctors to practise (3).....and educators to work as (4).....ICT technologies have introduced changes in the artistic world, too. Cartoons are now made by (5).....and (6)..... produce materials ready for publication.

3. Creating an e-Portfolio

3.1. Read and translate the information about e-portfolio below and discuss the following questions in the group.

1. Why should I use ePortfolio for more than my classroom assignments?
2. How can I schedule training for my classroom or school?
3. How do I sign in to Digication?
4. Whom should I contact if I have technical trouble with my ePortfolio?
5. When I graduate BU, where does my ePortfolio go?

What is an Electronic Portfolio?

Keep in mind that there is a difference between a digital archive of your work (all of your work that you have stored in a digital format in some type digital storage--sometimes called a *working portfolio*), and a variety of *presentation portfolios* that you could create for different purposes and audiences. There is also a difference between the portfolio as **process** (collection, selection, reflection, direction, presentation) and the portfolio as **product** (the notebook, the website, the CD-ROM or the DVD and the technological tools used to create the portfolio-as-product). Some commercial tools can also facilitate "work flow management" which facilitates formative assessment and feedback on student work. I propose that there are really two different types of e-portfolios:

- **the working portfolio** which documents the learning process, and which is really an "electronic documentation of learning," organized in reverse chronological order, which is what we start with, because that is what allows the learner to document their growth over time (that's why we start with a blog). This working portfolio also includes the collection of the learner's artifacts. This working portfolio focuses on the **portfolio as a process** and emphasizes reflection, which is what I call the "heart and soul" of the portfolio.
- the formal or **presentation portfolio** that is organized around a set of learning outcomes, goals or standards, where a learner organizes the results of their learning process, drawing on their working portfolio to create a particular story of their learning. These portfolios can be developed for

multiple purposes and audiences (career development, employment, achievement of course outcomes, achievement of specific standards, etc.). This is really looking at the **portfolio as a product**. You need both types of portfolios. One creates an electronic record of the learning process, complete with work samples and reflections; the other is much more targeted, where students create specific pieces of work to demonstrate the outcomes designated in the portfolio. Most commercial e-portfolio tools tend to emphasize the presentation/assessment aspects of the e-portfolio, and not enough of the reflection/learning/storytelling aspects.

How do I get started in creating my own personal electronic portfolio?

The first step is to figure out the purpose for the portfolio and who will be the audience.

You could read about my own process for developing my latest portfolio, including how I started putting it together.

Go through your hard drive or your website and collect a list of your best work.

At-a-Glance Guides - Creating the Digital Archive: Collect or convert all of your work into digital format and put all of those digital documents into a single folder. Then classify that work and reflect on the items that you have selected. Once you have completed your collection, selection and reflection, you are ready to construct your e-portfolio.

I recommend the following structure for a personal portfolio:

..... (look at further reading)

Practical work: Create your own portfolio by doing the following steps.

Step 1. Create a cover page with its contents for your portfolio of study.

Step 2. Write a resume of yours.

Step 3. Provide an overview of your all work.

Step 4. Open a page for what you have learned.

Step 5. Create a page for your future learning goals.

Vocabulary

3.2. Look at the information about the multimedia system below and find the following:

1. The type of text that contains links to other texts - _____
2. The expression that means 'to record music onto a CD' - _____
3. A system that combines hypertext and multimedia - _____
4. The most common extensions for graphics files - _____
5. The most common text formats - _____
6. Three popular video formats - _____
7. Three common file formats for storing audio data - _____

A MULTIMEDIA SYSTEM

Multimedia refers to the Technologies and applications that integrate different media: text, graphics, sound, video and animation.

Its power resides in interactivity, hypertext and hypermedia. Multimedia software is usually interactive, so you can choose what you want to watch, listen to or write. Hypertext means that you can click on a word and jump to another screen with more information; hypermedia is similar, but works with sounds and images (e.g. the Web).

An IT student says:

*'I use multimedia for my extracurricular activities I download music from the Net and **burn music** onto CDs - I copy songs onto CDs. I talk with my friends on the Messenger. I also retouch digital pictures and edit video dips.*

*To run multimedia software you need a fast CPU, expandable RAM and a large hard disk. But what marks a computer out as a **multimedia** PC is its audio and video capabilities: a sound card, a microphone, a decent pair of speakers, a high-quality monitor and a DVD writer; and its performance depends on all these components working in harmony.'*

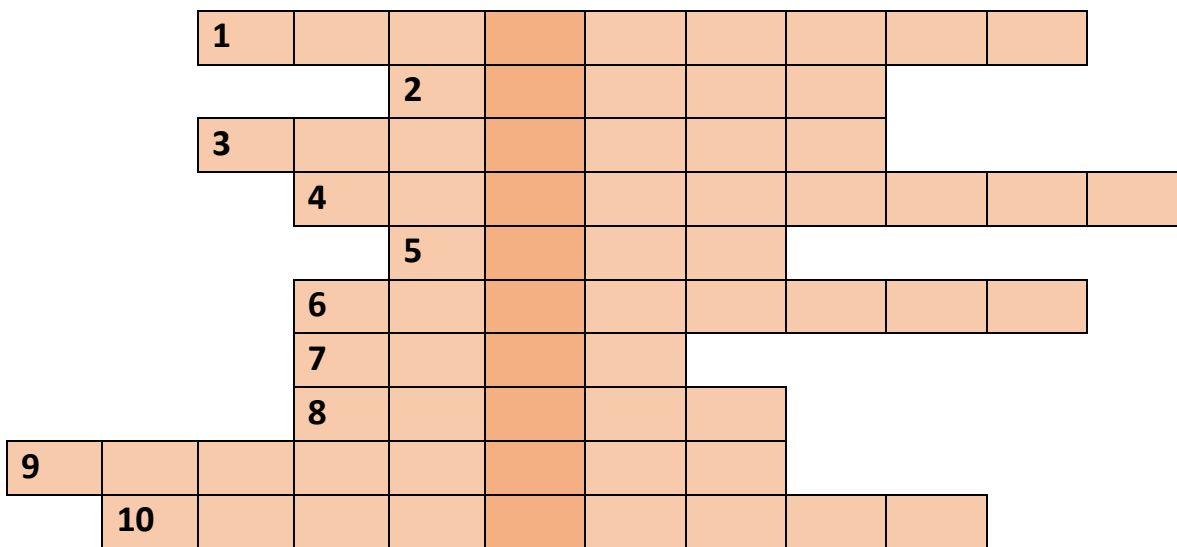
Common text extensions: .pdf (portable document format)	Graphics include charts, photos, drawings, buttons, etc.	You can hear sound such as songs, movie soundtracks and
-------------------------------------------------------------------	----------------------------------------------------------	---------------------------------------------------------

.doc (<i>MS Word</i> document) .rtf (rich text format) .htm or .html (hypertext markup language for Web files)	.gif (graphics interchange format) .jpg (jpeg - joint photographic experts group) .tif (tagged image file)	speeches. Common audio formats: .wav (Windows wave audio format) .ra (Real Audio file) .mp3 (compressed music files)
Video refers to recording, editing and displaying moving images. Common formats; .avi (audio video interleave) .mov (<i>QuickTime</i> movie) .mpg (mpeg - moving picture experts group)	Animations are made up of a series of independent pictures put together in sequence to look like moving pictures. Common formats: .gif for animated gifs .swf for <i>Flash</i> files	Files compressed with <i>Winzip</i> have a .zip extension A popular format used to compress and distribute movies or DVDs or over the Net is DivX , a digital video codec (COmpress, DECompress).

Applications

- In public places (e.g. museums and stations), there are information kiosks that use multimedia.
- In education, it is used in presentations and computer-based training courses.
- On the Web, audio and video are integrated into web pages. For example, RealPlayer supports streaming, which lets you play sound (e.g. from radio stations) and video files as a continuous stream while they are downloading.
- In virtual reality, users interact with a simulated world: doctors train using virtual surgery; pilots use flight simulators to do their training; people visit virtual exhibitions, etc.
- You can play games on a computer or video games on a dedicated machine, called a video console, which you connect to a TV set. You can also play games on the Net; some websites have a multiplayer facility that enables lots of people to play the same game at the same time.

3.3. Solve the clues and complete the puzzle with words.



1. A series of still images shown in sequence.
2. _____ files are processed by sound software.
3. In medicine, doctors use virtual _____ systems to simulate particular situations.
4. The suffix placed after a dot at the end of a filename.
5. A format used to compress and transmit movies over the Web.
6. People use special programs to _____ and decompress files so that they occupy less disk space.
7. A video format developed by the Moving Picture Experts Group.
8. A system of filming, processing and showing moving pictures.
9. .gif stands for _____ interchange format.
10. The technique which allows you to play music and watch video before the entire file has downloaded.

Down: The combination of moving and still images, sound, music and words.

4. Investigating Language Learning and Translating Sites

4.1. Read and translate the text about the best free language websites and discuss the following questions in the group.

1. How many languages do you speak?
2. How did you learn your second language?
3. What's the best way to learn a foreign language?
4. What methods do you use to remember vocabulary better?
5. How can the Internet be a helpful tool when learning a foreign language?

The Best Free Language Learning Websites of 2019

by Stacy Fisher

Why pay for expensive language software when you can use dozens of language learning websites for free? These websites use lessons, videos, images, games, and interactions to help you learn a new language or brush up an existing one, just as expensive programs do.

You can learn dozens of languages for free, including Spanish, English, German, Greek, French, Italian, Hebrew, Chinese, and many others including sign language. In addition to these websites, there are free mobile language learning apps, which are great for learning a new language while you're away from your computer. Some of the websites below have their own free app.

If you're looking for a more interactive way to learn a new language, free language exchange programs allow you to practice with someone who actually knows the language.

01. Duolingo

What We Like

- Great visual design and quality.
- Lots of languages available.
- Lessons include verbal responses to train pronunciation.

What We Don't Like

- Not a lot to purchase with earned gem currency.
- If your daily streak is broken, repairing it costs \$6.99.

Our Review of Duolingo

Duolingo is one of the best places you can visit for learning a new language for free. Duolingo also offers an "Immersion" section where you are given real websites that either need to be translated or are already translated to practice your reading and translating skills.

At any time, you can switch to a different language to learn more than one at once without losing your place.

Languages you can learn: Chinese, Czech, Danish, Dutch, English, Esperanto, French, German, Greek, Hawaiian, Hebrew, High Valyrian, Hindi, Hungarian, Indonesian, Irish, Italian, Japanese, Klingon, Korean, Navajo, Norwegian, Polish, Portuguese, Romanian, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, Vietnamese, Welsh

Visit Duolingo

02. Busuu

What We Like

- Subscriptions for long-term learning with good value.
- Initial placement tests that gauge the best starting level for learners.
- Lessons are varied, well structured, and challenging.

What We Don't Like

- Smaller selection of languages compared to some others on the list.
- Free account doesn't offer any advanced grammar lessons or interaction with native speakers.

Our Review of Busuu

Featuring beginner, elementary, and intermediate sections, Busuu also lets you chat with native speakers of the language you're learning,

Busuu offers both free lessons and paid ones through a premium plan.

Languages you can learn: Arabic, Chinese, English, French, German, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Turkish

4.2. Visit one of the free language learning websites Duolingo or Busuu. Try to learn any new language from the websites. Speak about the advantages and disadvantages of the free online language learning websites.

Vocabulary

4.3. How can an English—English dictionary help you understand and produce spoken and written English?

ICT	Intranet
<p>ICT /ai si: 'ti:/ n fU] <i>abb. for information and communications technology</i></p> <p>inform /in'fo:m/ v [T] give someone facts: <i>He informed the staff of his decision.</i></p> <p>informant /ɪn'fɔ:(r)mənt/ n [C] someone who gives information to others: <i>We collected information for our survey from 50 informants.</i></p> <p>information /,ɪnfə(r)'meɪʃ(ə)n/ n [U] 1. facts about someone or something: <i>There is a lot of information about laptops in this magazine.</i> 2. data which is processed, stored, or transmitted by computer or electronic equipment: <i>The computer calculates the hours you work and uses this information to work out how much to pay you.</i></p> <p>information and communications technology /,ɪnfə(r)'meɪʃ(ə)n ən kə,mju:nɪ'keɪʃ(ə)nz tek'nɒlədʒi/ n [U] (the study of) computers and electronic equipment used to handle information or to communicate with others: <i>He teaches ICT at the university.</i></p> <p>information superhighway /,ɪnfə(r)'meɪʃ(ə)n ,su:pə(r)'haɪweɪ/ n [sing.] the network of information and</p>	<p>input¹ /'ɪnpʊt/ n [C or U] 1. data or information which is put into a computer: <i>There were several spelling mistakes in the input which caused some problems with our deliveries.</i> 2. the contribution that someone makes: <i>The manager thanked everyone for their input on the new project.</i> 3. the place where information enters a computer or electronic device: <i>The video and DVD inputs are at the back of the television.</i></p> <p>input /'ɪnpʊt/ v [T] put data into a computer so that it can be stored or processed: <i>I have to input customer details into the computer.</i></p> <p>input device /'ɪnpʊt dɪ'vaɪs/ n [C] anything that allows data or information to be put into a computer, e.g., a keyboard,</p> <p>internal /ɪn'tɜ:(r)n(ə)l/ adj inside a person, thing, or organization: <i>We use the company intranet for internal communications.</i></p> <p>Internet /'ɪntə(r),net/ n (sing.) a public network which links computers around the world: <i>I did most of the research on the Internet.</i></p>

communications systems, including satellite communications and the Internet, used to store and transfer information around the world.	intranet / 'ɪntrəˌnet/ n [C] a private network of computers, like the Internet, which can only be used by people in a particular company or organization.
---------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4.4. Study the dictionary extract above and try to answer the following questions.

1. Why are the two words (top left and top right) important?
2. How many meanings does *information* have?
3. Why does the word *input* appear twice in bold?
4. What do we call someone who provides information?
5. What do the letters ICT stand for?
6. Where is the main stress on *inform*? What about *information*?
7. What part of speech is *internal*?
8. What is the pronunciation of o in each bold word in this extract?
9. Which is correct? *Bad information is/are responsible for many business failures.*
10. Can we write: *The manager spoke to his staff and informed.* Why (not)?

4.5. Look at the bold words in the dictionary extract above.

1. What order are they in?
2. Write the words in the box in the same order.

<p>program log communication system text scan</p> <p>support notebook device robot process package service</p>

4.6. Look up the red words in the box.

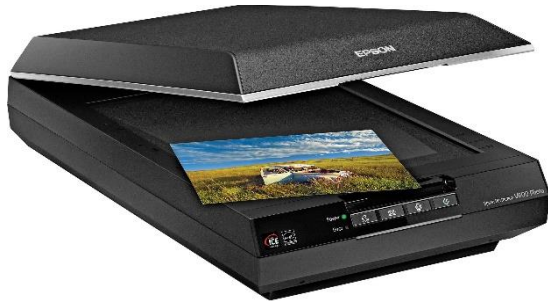
1. How many meanings can you find for each word?
2. Which words are both a noun and a verb? What kind of verbs are they?
3. What kind of noun is each one?
4. How are the words used in ICT?

4.7. Look up the green words in the box.

1. Where is the stress in each word?
2. What is the sound of the underlined letter(s) in each word?

3. How are the words used in ICT?

4.8. Discuss the pictures on the opposite page using words from this lesson.



1. _____



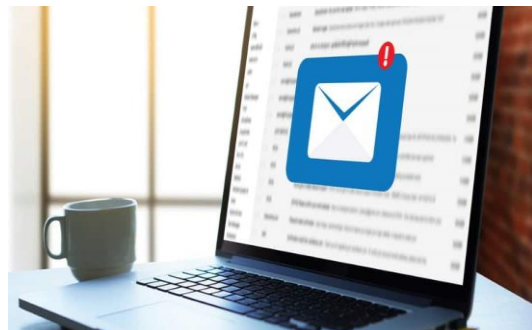
2. _____



3. _____



4. _____



5. _____

6. _____

5. Internet Based Resources for Developing synchronous translation

5.1. Read the text about the best free language websites and discuss the following questions in the group.

1. How would you describe good/effective communication?
2. Why and when do we need it?
3. What are the greatest challenges to good communication?
4. How important is listening in communication?
5. What role do facial expressions, gestures and pauses play in communication?

Internet-Based Resources for Developing Listening Ene Peterson, Tallinn University of Technology, Estonia

Internet-Based Resources for Developing Listening

Developing listening skills comes “naturally” for some students, but with great difficulty for others. Acquiring listening skills can even be frustrating for some students. For some time, listening was regarded as a “passive” or “receptive” skill and, consequently, not particularly crucial as a skill area to be taught. Listening in the real world and listening to authentic texts, however, is obviously more complex. But how can we help our learners become effective listeners and to overcome difficulties in listening comprehension and other barriers to listening?

Why not draw on technology? Learners can use ICT (Information Communication Technology) in developing and improving their language skills, in particular listening comprehension for the following good reasons:

1. Current university students have been characterised as the “Net Generation” and “native speakers” of the digital language of computers, video games, and the Internet. Learners today have high expectations when it comes to technology and they expect a language school or programme to offer opportunities to use technology in their courses, for example via a well-equipped self-access centre.
2. The use of technology outside the language classroom or in the self-access centre can make learners more autonomous. One key feature of using technology in learning is that it allows language practice and study away from the confines of the classroom at your own pace anywhere: a hotel room, the office, an Internet café, at home or, of course, in the self-access language centre.

3. New ICT skills learnt in the classroom (e.g. Internet search skills) can be transferred to real life. Using a range of ICT tools and a web-based environment can give learners exposure to practicing listening regularly, and consequently, become a more effective listener.

4. The use of technology via web-based environment can be current, e.g. using a listening activity with today's news from news websites can add a dimension of immediacy to listening practice.

5. While listening to digital audio or watching a video clip, learners have the opportunity to pause at will, and listen and read a transcript. Moreover, learners can get instant feedback on what they have done (e.g. you watch a video clip/listen to audio and check answers immediately after watching/listening).

6. Learners can access authentic websites, as well as websites for EFL/ESL learners. As learners become used to selecting and evaluating listening materials, they are able to plan out their own use of web-based materials in their own time. This helps them become effective listeners and independent learners.

In this review we will take a look at a number of online resources for developing listening skills (e.g. audio and video, podcasts, video clip tools), and suggest some strategies for improving listening ability.

The Internet – A Goldmine of Listening Materials

Some years ago the Internet held the promise of access to authentic audio and video. Today that promise has been realized. An unending stream of audio and video lessons, television and radio broadcasts, including news and documentaries, and music videos are now at our fingertips through different sources. In addition to this, a new generation of internet tools are available (Skype, podcasts, online webcasts and conferences, voice boards). Moreover, social networks create multiple opportunities for authentic communication.

Audio and Video

The principal benefits of online audio and video start with the range of material in terms of **subject matter, accent of the speaker, and length**. Some of the activities will only take up a short amount of time, for example listening to the news, whereas others, such as participating in conference calls or listening to TV broadcasts will require learners to set aside quite a lot of time.

Online audio and video news.

Online listening activities are divided into those that are specifically scripted for English learners, while others consist of authentic materials which have been specially selected.

5.2. Have you used the Internet to listen English tracks to improve your English? Try to do some tasks using this website from the information above <https://learnenglish.britishcouncil.org/listening/>. Then discuss the advantages and disadvantages of this language learning site.

Vocabulary

5.3. Discuss these questions.

1. When do you use ICT or see ICT being used around you in your everyday life?
2. What are the benefits of ICT to your life?
3. Are there any disadvantages?

alarm	application	automated	biometric	control	device	global
machine	monitoring	online	passport	positioning	protocol	receiver
remote	system	teller	wireless			

5.4. Look at the pictures below and find the words to match them.

1. What aspects of life do they show? Talk about each picture using words from the box. (You will not need all the words.)
2. How does each item work?



1. _____



2. _____



3. _____



4. _____



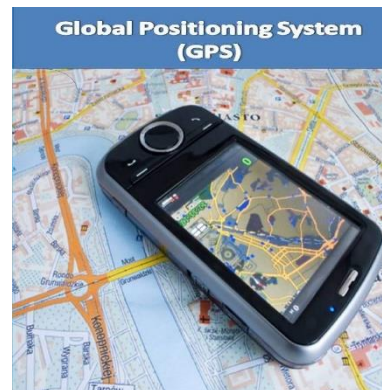
5. _____



6. _____



7. _____



8. _____

5.5. Complete each sentence with a word from the box. Change the form if necessary.

1. The _____ system went off when someone tried to break into the house.
2. You need a personal identification number (PIN) to take money out of the _____ teller machine.
3. The microchip in a biometric _____ contains information about an individual, such as their fingerprints or a face scan.

4. _____ shopping is a convenient way to buy things, but many people worry about Internet fraud.
5. Global _____ systems use signals from satellites to triangulate their position. This information can then be displayed in map form to help drivers travel from one place to another.
6. Use the remote _____ to select the channel you want to watch.
7. Body function _____ devices give information which doctors can use to treat a patient's condition.
8. WAP phones use wireless _____ protocol.

6. Improving Pronunciation through Internet Sources

6.1. Discuss the following questions in the group.

1. What is pronunciation?
2. What do you do to improve your pronunciation?
3. What areas of pronunciation are you working on at the moment?
4. What ways do you know to improve pronunciation?
5. What software do you use to listen to English tracks?
6. What advice would you give to other students who want to improve their pronunciation?

Online resources to improve English pronunciation

Adapted from Teaching with Technology webinars: Tools and Websites for Teaching Pronunciation by Tatiana Nedelko.

Every day, we discover more new tools online that support learners in their journey towards English language proficiency. Not only will these tools help you learn faster, but many are also designed to motivate, inspire and make learning more fun. These tools are so effective even ESL teachers use them!

We focus on listening skills and polishing your spoken English this time. Here are several websites and tools you can use, as suggested on our Teaching with Technology series. Most of these are free (at least for the basic features) so try them out and see which ones will help you best:

Pronouncing words can sometimes be difficult. But don't worry, even native English speakers have a hard time with them.

This why it is necessary to practice saying English words as often as you can. Aside from engaging in conversations regularly, these resources can help you practice:

Spoken Skills learning lab – This website features free self-practice activities for learners. Through its practice pages, you can listen to a phrase, speak or practice saying it, then compare your delivery by recording yourself. You can even download the teacher's audio example and listen to them on an mp3 player if you want to learn on-the-go. Phrases are grouped by topic and are easily accessible.

Simple English News – The site features a collection of short news with audio recordings. You can read the text while listening to the audio clip review some vocabulary words and even take a quiz to heighten your comprehension.

BBC site (pronunciation tips) – This site contains videos, quizzes, activities and downloads to help you practice English pronunciation. You can imitate the sound, rhythm, intonation and stress of the words or symbols on the video or audio clips. These can be downloaded on your computer for your use anytime. It even has a guide for phonetic symbols which will be very useful in the course of your English language learning.

Recording – Voice recording is a great way to practice pronunciation. It's an effective tool to find out if you are pronouncing words properly and if you can be understood. The following sites are great for voice recording and providing assessment or feedback as well (some sites may need registration). You can even send your audio/video clips to your teacher:

- **Soundcloud** (needs registration) – You can create audio clips and ask your teacher to comment at any point of the recording.
- **Audiopal, recordmp3online and Vocaroo.com** – These sites do not need registration. They are voice recorders that are very simple to use. You can save the files and send (if you need your teacher to hear them).
- **MailVU** – This is an easy to use tool that allows you to record and send media files right away. You don't need to register or download the application.

Interactive games – **Cambridge English Online.com** offers various fun and challenging ways by which you can improve your pronunciation and knowledge of phonetics.

English Accent Coach – This is a website and mobile application developed to help English language learners fine-tune their English pronunciation. With this sound recognition tool, you learn through interactive game-like activities and track your progress. It is free and you don't need to register to use it. However, it also has some paid features that you can avail.

..... (look at further reading)

6.2. Have you used the Internet to improve your pronunciation? Try to do some tasks using this website from the information above <https://www.simpleenglishnews.com/>. Then discuss the advantages and disadvantages of this language learning site.

6.3. Look at the words in bold and look up the meanings from a dictionary.

*I can listen to real-world or online radio stations with **Internet radio** everywhere in the*

*I've just started a new **audioblog**. It's a blog, an Internet journal, which includes audio clips.*

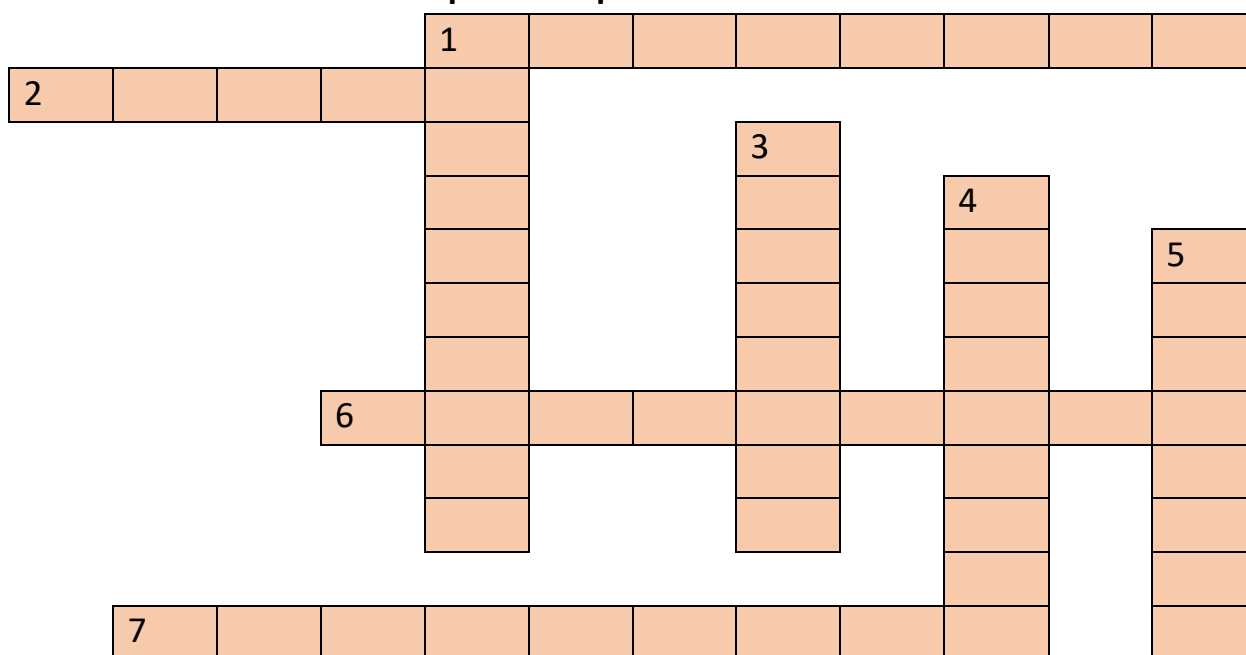
*I enjoy **podcasting**: I publish my own radio programmes as **podcasts**, audio files which I make available over the Internet for playback on people's computers. Also, I subscribe to other people's podcasts so that I can hear their radio programmes.*

My son downloads and listens to MP3 files he finds on **fileshare sites**, where you search and download music from other people's computers using software such as Kazaa or eMule.

*I ask my students to listen to **audio books** and get information from audio lectures and spoken tutorials on the Web.*

All the people above describe different types of **webcasts**, broadcasts on the Web. These require either suitable audio player software (e.g. WinAmp or iTunes) that allows **streaming** a technique that means you can listen to an audio file while it's being downloaded; or a **plug-in** (e.g. RealPlayer or Windows Media Player), a program that interacts with your web browser to play audio files through the browser interface.

6.4. Solve the clues and complete the puzzle with the words above.



Across

1. Auxiliary programs used to play multimedia files.
2. Students may be interested in this type of book and lecture.
6. The type of site where you can find and exchange music files.
7. An online journal with sound.

Down

1. The technology needed to publish radio programmes on the Web.
3. A podcast and a spoken tutorial are different types of _____.
4. This technique allows you to listen to live online radio programmes.
5. _____ radio includes both traditional and online radio stations.

6.5. Read the text and look up the new words for you. Complete the gaps 1-9 below using the words from the text.

Digital audio players

The different types of digital audio players are often referred to as **MP3 players**. **MP3** is short for **MPEG audio layer 3**, a type of compression used to reduce large files, such as songs, to manageable sizes. They come in different formats. Broadly speaking, **hard drive** versions, which include **iPods**, store greater amounts of music. **Built-in** or **flash memory**, which is more common in mini-MP3 players, holds fewer songs, but as there are no moving parts there are no problems with skipping. You

have to upload the music from a CD onto a computer, **rip** a CD, or else download it from the Internet and then transfer it to the player.

With a suitable **ID3 editor** or jukebox program you can create **ID3 tags**, a set of data added to MP3 files, to organize your MP3 collection with information about the artists, albums, songs, etc.

Before buying your digital audio player, or (1) _____ as they are usually known, you should take certain things into account.

First, size. Most (2) _____ models tend to be bigger and heavier. On the other hand, if you buy a lighter version with flash (3) _____ you won't be able to store so many songs, but the batteries will last longer and you'll be able to take it on your morning run as there won't be any problems with skipping.

(4) _____ used to come in hard drive versions only, but the latest Nano model has (5) _____ memory.

Whatever you choose, you'll have to download the music files from the Web or (6) _____ your CDs and then compress the songs into the (7) _____ format.

Finally, to make your playlists it's a good idea to install an (8) _____ editor program that creates (9) _____ with the name of the song, artist, etc.

6. Collaborative Learning through Movie-Making and Translating.

7.1. Discuss the following questions in the group and read the article below.

1. What is collaborative learning?
2. How are collaborative classrooms different from traditional ones?
3. What are essential goals of collaborative learning?
4. What is the role played by interactive technology in collaborative learning?
5. What would be an effective collaborative learning technique to in IT related courses?
6. What is movie-making?
7. What are the advantages of Collaborative learning?
8. What are the advantages of Movie-Making in the classroom?

Movie-Making in the Classroom

By Beth Newingham

In our classroom, we enjoy making movies to extend our learning. Writing scripts and working together to display our knowledge in a creative way are both benefits of movie-making in the classroom. We use the movie-making process to help us understand, reinforce, and review new concepts we are learning in different areas of the curriculum. We also make creative movies to enhance our ability to write interesting stories. I have found that movie-making is a great way to build community among students, hone students' writing skills, engage students' creative imaginations, and instill confidence even in those students who might begin the school year afraid to be in front of the camera. Movie-making is a certainly a collaborative and exciting way to make learning come alive in your classroom!

READ ON to learn how to start making movies with the students in your classroom. You will find software suggestions, tips for using a makeshift green screen, and examples of creative movies we've made in our classroom!

What You Need to Get Started

- **Video Camera:** You will need a digital video camera to shoot the scenes and then capture the scenes onto your computer for

editing. We use a [Sony Handycam](#) and also [my Flip Video](#) camera to shoot scenes of my students when making movies in our classroom.

- **Video Editing Software:** You will need software on your computer to edit the footage you shoot in your classroom. I use [Pinnacle Studio Ultimate version 12](#). However, there are many user-friendly video editing programs including [Windows Movie Maker](#), and [iMovie](#) (for Mac users).
- **Computer With Ample Hard Drive Space:** Video takes up a great deal of space on your computer's hard drive, so it is important to use a computer with adequate hard drive space.
- **Green Screen (optional):** If you are planning to create movies in which students will pretend to be in places other than your classroom, you may choose to use the green screen/chroma key effect. In order to do this, you can create a makeshift green screen using a green or turquoise blanket or sheet.
- **Costumes (optional):** Over the years, I have gathered many costumes and accessories that students have used in many of our class movies. Hitting post-Halloween sales or using old clothes of my own have helped me add to my ever-growing costume boxes. My students also often put together their own costumes using clothing and props from home.
- **Tripod (optional):** It is often helpful to have a tripod when filming scenes in your classroom. This will ensure that your footage is not jerky or blurred. By using a sturdy tripod, students can also take turns being the camera operator.

The Process of Making a Class Movie

I know going in to any school year that I will make at least two movies with my entire class. Whether we make the movies to promote a schoolwide event or as a culminating activity for a unit of study, the goal is to involve my students in a collaborative and purposeful activity. The steps below explain the process of making a class movie.

Brainstorming

The process begins at our class meeting where we decide on a topic or theme for a class movie. Oftentimes an idea has already surfaced during a learning experience in our classroom, and we gather together to brainstorm and develop specific ideas

as a class. This is a way for all students to be involved in the planning process. Students take turns explaining their ideas to the class, and I list all of the ideas on chart paper. Movie ideas in my classroom have ranged from a creative adventure that highlighted places in our local community to a fun yet informative reenactment of a day aboard the Titanic. We have also created commercials promoting our schoolwide skating party. The options for movie topics are endless!

Developing a Plot and Assigning Roles
 (look at further reading)

Practical work:

1. Decide a topic for making a movie.
2. Develop the plot and assign roles.
3. Write the script.
4. Plan the scenes.
5. Film the scenes.
6. Edit the video. (You can use 'InShot', KineMaster or another application in your android phones.)

Vocabulary

7.2. Study the words in the box.

1. Match nouns in column 1 with nouns in column 2 to make compound nouns.
2. Which word in each phrase has the strongest stress?

A	1	2
	back client design development production project quality system	assurance design end management programming requirements specification tools

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

7.3. Study the phrases in box b.

1. Complete each phrase with one word.

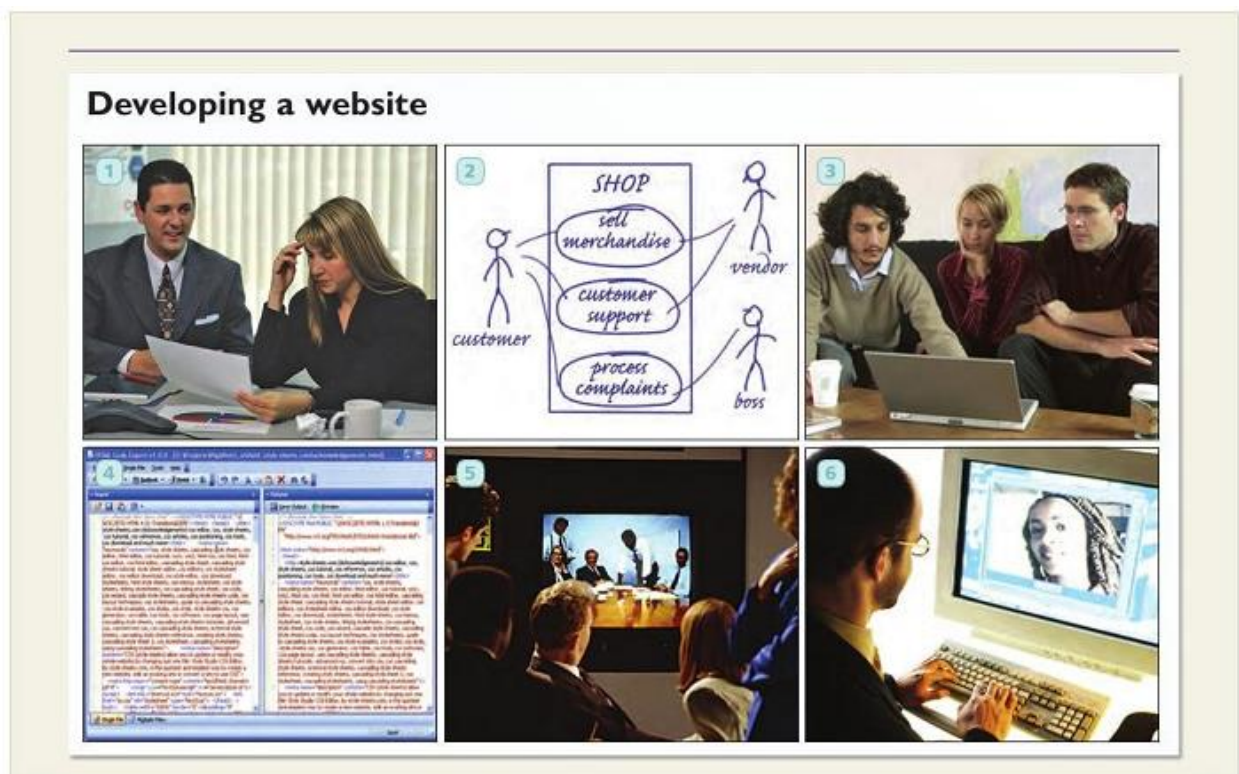
2. Is each phrase followed by:

- a noun (including gerund)?
- subject + verb?
- an infinitive?

3. What is each phrase used for?

B	As shown... as well... in addition... in order... in such a way...
	in the case... known... the end... the use...

7.4. Look at the pictures on the opposite page showing the production process for developing a website. What happens at each stage?



7.5. Read extracts A-F below. They are from a leaflet by a web development company.

1. Match each extract with pictures 1-6.

2. Complete each sentence with one or more phrases from box b.

- a When the prototypes are ready, the client meets the developers _____ to decide which design should go into full production.

- b _____ of special software for the initial layout and HTML coding means that a number of prototype sites can be produced very quickly.
- c _____ to develop the website, the company works with the client to produce a document _____ a statement of requirements.
- d _____ of the development process takes place when the site is uploaded to the company's web servers and goes live.
- e These requirements are then analyzed using UML (Unified Modelling Language), _____ in the diagram, and detailed _____ specifications are produced outlining the functionality as the features of the site.
- f _____ of more complex sites, the developers will analyze the specifications _____ that they can determine which technologies are most suitable.

The functions of 'CTRL' button with the letter keys on the keyboard

CTRL + A Select all (edit menu)

CTRL + B Create new bookmark

CTRL + C Copy selection (Edit menu)

CTRL + D Document Properties dialog box (Document menu)

CTRL + E Invoke Flash Fill to automatically recognize patterns in adjacent columns and fill the current column

CTRL + F Find dialog box open (Edit menu)

CTRL + G Go to

CTRL + H Has two main functions/reasons you should use it:

1. Find and Replace window in Notepad, WordPad, Microsoft Word, Excel and other applications.
2. History window in your browser.

CTRL + I Indenting Blocks

CTRL + J JavaScript Console open (Document menu)

8. Video Resources for Improving Translation skills

8.1. Discuss the following questions in the group.

1. How do you improve the four language skills in English?
2. How much time do you spend watching English films?
3. What skills do learners improve by watching English videos?
4. What platforms of videos do you know for improving English?
5. What are the best video platforms for learning English?

Learn English with YouTube: The 11 Best Channels

Have you tried to learn English with YouTube?

YouTube isn't just about cats and silly videos anymore. You'll quickly find thousands of English learning videos on YouTube—for free. But then how will you know what to watch? To help you, **I've picked my top 11 channels to help you learn English with YouTube**. The styles are all very different, but they're all really fun and interesting.

Wait. Why Should I Learn English with YouTube?

So, you might be asking: "Why should I use learn English with YouTube?"

Here are a few reasons:

- You might already have books or classroom lessons, but having a variety of materials can promote learning.
- You can pause and rewind YouTube English videos whenever you need to.
- Many of the videos let you see the speaker's mouths. This way you can better understand how their mouths move to create different English sounds.

One of the best reasons to learn English on YouTube is that most of the lessons are short, but convey a lot of information in easy-to-understand ways. There's no chance of you losing your focus. By dipping into one short lesson a day you will soon notice the difference in your ability to speak English.

Learning any new language is going to be a challenge. But the experience doesn't have to be painful. You can even find thousands of YouTube videos with *extra* English learning features on [FluentU](#). FluentU takes **YouTube English**

lessons plus authentic English YouTube videos (like movie trailers, music videos, inspiring speeches, etc.) and adds fun learning tools.

For example, FluentU provides **interactive subtitles**. You can click any word in the subtitles for an instant definition, memorable picture and examples. Every FluentU English language video also comes with flashcards and fun quizzes to make sure you remember the words you've learned.

The videos are conveniently **organized by level** (beginner to advanced) and you can take them anywhere with the FluentU apps for iOS or Android.

Whether you are a child, teenager or adult, absolute beginner, intermediate or advanced ESL student, YouTube has a lot of English learning videos and channels that are available for free. Hope you enjoy the ones shown here!

Learn English YouTube: 11 Channels You've Gotta Subscribe To!

1. Learn English with Misterduncan

This is one of the most popular YouTube channels for English learning videos. It's easy to see why.

Misterduncan is passionate about his topic. He's excited about English and you can feel it in these well-made videos. He uses humor a lot of the time to help you learn. Misterduncan teaches English to the world for free and has had a channel on YouTube since 2006. There are many lessons on topics like the senses, slang, news, fashion and money. They're easy to watch and are about how the language is spoken instead of grammar.

2. Learn English with EnglishClass101.com

Designed for **rapid English language learning**, these interesting video lessons cover many aspects of American and British culture. So you can discover more about the countries as you learn their language.

If you love their videos, there's much more that you can learn from EnglishClass101 by Innovative Language.

It's so much more than a YouTube channel! It's actually a complete English learning program with over 1,000 English language video and audio lessons. You can **sign up for free** and learn more on their official website, here.

3. Real English

Real English is one of the best YouTube channels for English language beginners and has a large library of free lessons. Each one includes two videos, one with subtitles and one without and a handful of exercises.

It has real people and real-life situations, so you get a true feel for how people really speak English.

4. BBC Learn English

From one of the world's most famous broadcasting companies (the British Broadcasting Corporation) comes a bunch of free English language lessons. They're in a **variety of formats** such as real-life situations, cartoons and interviews. There's also a really cool collection of videos for words you'll hear in the news. The videos are short but filled with a lot of really good information.

5. British Council: Learn English Kids

..... (look at further reading)

Practical work:

1. Create a Google Account. A Google Account lets you use many YouTube features including Like, Subscribe, Watch Later, and Watch History.
2. Go to YouTube.
3. In the top right, click Sign in.
4. Click Create Account.
5. Choose For myself or To manage my business.

!!! Once you've signed in to YouTube with your Google Account, you can create a YouTube channel on your account. YouTube channels let you upload videos, leave comments, and create playlists.

Vocabulary

New wordlist

IRC (Internet relay chat)	– a <u>method</u> of <u>communicating</u> with other <u>people</u> <u>immediately</u> over the Internet, <u>especially</u> through <u>discussion groups</u>
channels (or chat rooms)	- an <u>area</u> on the Internet or a computer <u>network</u> where <u>people</u> can <u>exchange messages</u>
chat client	- The software that resides in the user's computer for handling instant messaging (IM) or chat rooms.

chat server	- A chat server is a computer dedicated to providing the processing power to handle and maintain chatting and its users.
web chat	- an online exchange of messages in real time.
nickname	- an <u>informal</u> name that your <u>friends</u> or <u>family</u> call you that is not your <u>real</u> name
channel operators	- A channel operator (commonly abbreviated as op) is a user that moderates a channel on a given network.
IM (instant messaging)	- the <u>activity</u> of <u>communicating</u> with someone <u>directly</u> over the Internet and <u>replying</u> to their <u>messages</u> as <u>soon</u> as they <u>arrive</u>
buddy list or contact list	- a buddy list is a window that shows all your buddies (friends, family, coworkers, and others) who are signed on to AOL, CompuServe, or AIM. Whenever they sign on, their screen names appear in your " Buddy List " and you can communicate with them instantly.
Video conferencing (video call)	- a <u>meeting</u> in which <u>people</u> in <u>different places</u> see and <u>hear</u> each other <u>using electronic equipment</u> , including <u>video screens</u>
an applet	- a <u>simple</u> computer <u>program</u> <u>designed</u> to <u>run</u> from a webpage
VoIP (Voice over Internet Protocol)	- the set of rules that makes it possible to use the Internet for telephone or videophone communication
Virtual worlds	- A virtual world is a computer-based online community environment that is designed and shared by individuals so that they can interact in a custom-built, simulated world.
three-dimensional environments	- 3D Interactive environments are often referred to as virtual reality or interactive 3D and have a figurative appearance.
Avatars or 3D characters	- a picture computer <u>screen</u> that <u>represents</u> a <u>particular</u> computer <u>us</u>

	<u>er</u> , <u>especially</u> one of several <u>users</u> who are <u>having</u> a <u>conversation</u> with each other on the Internet
VRML (Virtual Reality Modelling Language)	- a standard file format for representing 3-dimensional (3D) interactive vector graphics, designed particularly with the World Wide Web in mind

8.2. Solve the clues and complete the puzzle with words from the new wordlist.

- | | |
|-----------------------------------------------------------|-------------------|
| 1. One of the systems used for chat rooms. | 1. __ C |
| 2. The protocol needed for online phone conversations. | 2. _ o _ |
| 3. The language used to build virtual simulations. | 3. __ M _ |
| 4. Avatars are three _____ characters. | 4. __ m _ _ _ _ _ |
| 5. Video calls transmit _____ and video data. | 5. _ u _ _ |
| 6. Another word for channel operators. | 6. _ _ _ n _ _ |
| 7. You must install a chat _____ on your computer. | 7. __ i _ _ |
| 8. The conversation takes place on a _____ server. | 8. _ c _ _ |
| 9. A type of Java program whose name sounds like a fruit. | 9. _ a _ _ _ _ |
| 10. A synonym of a buddy list is a _____ list. | 10. _ _ _ t _ _ |
| 11. Chats can also take place on the _____. | 11. _ e _ |

8.3. Complete the sentences below with words from the box.

buddy	video conferencing	nicknames
chat room	messaging	avatars

- Always, show respect for other people in a _____. Never send any unpleasant or threatening email messages.
- Most instant _____ programs have what is called a _____ list. Each user's screen shows a box with the _____ of the people he/she chats with.
- The company hopes to have virtual open-plan offices, where researchers from around the world can collaborate. Individuals would be represented by

_____, personalized electronic figures with perhaps a name badge or a picture of the owner's face.

4. Fear of flying is producing a surge of interest in _____, _____, in which business people meet face-to-face even though they are hundreds or thousands of miles apart.

THE TEN NETIQUETTE COMMANDMENTS

1. Be polite. You're speaking to a human being not to a machine.
2. Don't use CAPITAL LETTERS! This is considered as shouting.
3. Have a look at the tone of the conversation in the room before you take part. You may not like that channel.
4. Ignore those people who don't follow these rules.
5. Don't believe all the things people might tell you. Some people lie just for fun.
6. Don't give personal information (your real name, address, password, etc.).
7. Protect your computer. Use a firewall and antivirus programs.
8. Don't accept files from people you don't know. They might be or contain trojans.
9. In short, follow the same rules as in real life.
10. Enjoy your chat and have fun!

The functions of 'CTRL' button with the letter keys on the keyboard

Ctrl + K	Preferences dialog box open (edit menu)
Ctrl + L	Full screen mode on/off (View menu)
Ctrl + M	Zoom to dialog box open (View sub-menu)
Ctrl + N	Custom Page Size dialog box open (File menu)
Ctrl + O	Open file dialog box (File menu)
Ctrl + P	Print dialog box open (File menu)
Ctrl + Q	Exit program (File menu)
Ctrl + R	Rulers show/hide (View menu)
Ctrl + S	Save document (File menu)
Ctrl + T	PDF Converter launch to unlock a file (Tools menu)
Ctrl + U	Grids show/hide (View menu)
Ctrl + V	Paste Selection (Edit menu)
Ctrl + W	Close document (File menu)
Ctrl + X	Cut the selected item
Ctrl + Y	Redo action (Edit menu)
Ctrl + Z	Undo action (Edit menu)

2 Assessing language skills through ICT

Use of ICT (Information and Communication Technology) in Language Testing

The online testing include the incorporation of interactive skills and effective formative feedback. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teacher in teaching, learning and testing in process. ICT has been publicized as potentially powerful enabling tools for educational change and reform. The computers. Smart Phones, Tablets, iPad, laptops etc. play significant role in language testing using ICT.

The technology in this era has been grown up not only from the quality but also the efficiency. They are moving fast without any limit from every product. The need of technological innovation has brought the communication revolution and rapid development of technological application testing. It can be used in Language assessment in written (electronic form-filling) and oral (on screen reading and discussion) using virtual communication tools like video chatting - SKYPE, Face book etc.

The manual procedure used for conducting test is time-consuming process and error prone due to human limitations. The online test is designed to conduct an interpreting test for candidates online, using web-based synchronous cyber classrooms or through internet from anywhere in the world.

ICT in Language Testing:

Writing Test:

The conceptualization and development of the computer-based version of the writing test was based on writing test on computer which includes using keyboard. It was important that students were able to read the information off the computer screen easily. In the computer based test, the information was broken up into segments and organised under multiple tabs.

Students were guided through the different segments of the test indicated clearly in the navigational tabs. Another consideration was ease of reference, as students would need to refer to the stimulus material and the task details while they attempted the form- filling and writing tasks.

Test authenticity was a key consideration in the test design. Writing paper via an e-platform would approximate the real-life conditions under which the form-filling and writing tasks take place. As for the stimulus materials, the information was organised into sections with a simple navigation system consisting of tabs at the bottom of the screen. Appropriate graphics and photographs were added to illustrate key concepts and complement the design of the simulated website.

Oral Test:

The test consisted of two components: Reading Aloud and Spoken Interaction.

The two aspects:

- (1) the delivery of the Reading Aloud text on computer; and
- (2) the use of video stimulus in Spoken Interaction.

The main considerations in using ICT in the Language oral test, with the use of video stimulus in Spoken Interaction. The oral test was delivered on laptops but assessed live by pairs of oral examiners.

Each student was given 10 minutes of preparation before the test to study the passage and watch the video clip. The oral examiners comprised experienced school teachers and English Language examiners. It was mandatory for all oral examiners to be taken through the standardization procedures before each test.

The Spoken Interaction component assesses students on their ability to give their personal responses and develop their ideas, to express themselves clearly with appropriate vocabulary and structures, and to interact effectively with the examiners.

As a stimulus, the video clip should elicit students' personal responses to allow assessing the relevant skills.

The video clips were carefully selected with subject matters. While listening and viewing were skills that students would need to complete the tasks.

The video clips contained minimal verbal text or speech. Verbal text, if present, occurred naturally as part of the background or ambient sounds.

Some of the principal examples of **Computer Aided Assessment (CAA)** in languages, as outlined in the ICT4LT website include:

- interactive exercises and tests completed on a computer
- use of computers to produce coursework
- on-screen marking of students' word-processed writing
- use of revision software
- using a spreadsheet or database to keep a record of students' marks

- use of email to send coursework and to receive marks and feedback
- use of Web pages to set tasks for students and to provide tutor support
- use of plagiarism detection software.

The most common test types as:

- matching
- multiple-choice
- Cloze
- sentence reordering / jumbled words
- text reconstruction
- true or false
- crosswords
- wordsearch
- text entry quiz.

There is a range of software available on the web which helps with the reinforcement of language learning and can be used as formative assessment by testing learners on vocabulary, phrases, gap-fill and grammar.

3 Creating an e-Portfolio

What is an Electronic Portfolio?

Keep in mind that there is a difference between a digital archive of your work (all of your work that you have stored in a digital format in some type digital storage--sometimes called a *working portfolio*), and a variety of *presentation portfolios* that you could create for different purposes and audiences. There is also a difference between the portfolio as **process** (collection, selection, reflection, direction, presentation) and the portfolio as **product** (the notebook, the website, the CD-ROM or the DVD and the technological tools used to create the portfolio-as-product). Some commercial tools can also facilitate "work flow management" which facilitates formative assessment and feedback on student work.

I propose that there are really two different types of e-portfolios:

- **the working portfolio** which documents the learning process, and which is really an "electronic documentation of learning," organized in reverse chronological order, which is what we start with, because that is what allows the learner to document their growth over time (that's why we start with a blog). This working portfolio also includes the collection of the learner's

artifacts. This working portfolio focuses on the **portfolio as a process** and emphasizes reflection, which is what I call the "heart and soul" of the portfolio.

- the formal or **presentation portfolio** that is organized around a set of learning outcomes, goals or standards, where a learner organizes the results of their learning process, drawing on their working portfolio to create a particular story of their learning. These portfolios can be developed for multiple purposes and audiences (career development, employment, achievement of course outcomes, achievement of specific standards, etc.). This is really looking at the **portfolio as a product**. You need both types of portfolios. One creates an electronic record of the learning process, complete with work samples and reflections; the other is much more targeted, where students create specific pieces of work to demonstrate the outcomes designated in the portfolio. Most commercial e-portfolio tools tend to emphasize the presentation/assessment aspects of the e-portfolio, and not enough of the reflection/learning/storytelling aspects.

How do I get started in creating my own personal electronic portfolio?

The first step is to figure out the purpose for the portfolio and who will be the audience.

You could read about my own process for developing my latest portfolio, including how I started putting it together.

Go through your hard drive or your website and collect a list of your best work.

At-a-Glance Guides - Creating the Digital Archive: Collect or convert all of your work into digital format and put all of those digital documents into a single folder. Then classify that work and reflect on the items that you have selected. Once you have completed your collection, selection and reflection, you are ready to construct your e-portfolio.

I recommend the following structure for a personal portfolio:

- A cover page with an introduction to the reader and possibly a table of contents, to help navigate through the portfolio using hyperlinks. Make it creative!
- A page for a resume or other information about yourself. If you are publishing this portfolio yourself online, you will need to be careful about what kind of personal information you are going to publish on the public Internet. Most

commercial portfolio tools provide the option for requiring passwords to access any page.

- Pages for each of the outcomes, goals, or qualities that you want to highlight in your portfolio.

I also provided an overview of all of the work that I highlighted in my portfolio in the form of a matrix (Portfolio-at-a-Glance).

I also included a page where I articulate my future goals.

I believe that a portfolio should answer these questions that tie the past to the future:

- * What? (The Past) What have I collected about my life/work/learning? (my artifacts)

- * So What? (The Present) What do those artifacts show about what I have learned? (my current reflections on my knowledge, skills and abilities)

- * Now What? (The Future) What direction do I want to take in the future? (my future learning goals)

If you need help with reflection, I have links to some good websites that explain and support that concept/process.

What do I put into an electronic portfolio?

The contents of the portfolio are directly related to the purpose and audience for the portfolio. As an individual, ask yourself, "What are you trying to show?" "What story are you trying to tell with your portfolio?"

Educational institutions may also determine the contents of individual portfolios used for accountability purposes. The real question to ask is, "Who owns the portfolio?" I believe that the owner should determine the contents of a portfolio. These become major philosophical and policy decisions that need to be considered, as discussed in more depth in some of the articles above.

Barton & Collins have identified four types of evidence that can be placed in an educational portfolio:

- Artifacts: documents produced during normal academic work
- Reproductions: documents of student work outside the classroom
- Attestations: documentation generated about student's academic progress
- Productions: documents prepared just for the portfolios. These productions include:

- Goal Statements: Student's personal interpretations of each specific purpose for the portfolios

– Reflective Statements: Students write as they review and organize the evidence in their portfolios

– Captions: Statement attached to each piece of portfolio evidence, articulating what it is, why it is evidence, and of what it is evidence.

I believe multimedia is an important component of an electronic portfolio. The following article describes different purposes for adding digital stories to electronic portfolios and gives examples.

How does one assess a student's portfolio?

In a classroom, how is student work assessed? Usually with a rubric? Or is the question really, how do we "grade" a portfolio? Philosophically, I believe that teachers grade the individual artifacts that represent student learning that are placed in a portfolio, but the overall portfolio is simply assessed as "pass" or "not yet" (more work needed). How do we grade student reflections? Grading involves teacher value judgments and reduces student portfolios to just another assignment, when it should be learner-owned and learner-centered.

5 Internet Based Resources for Developing Listening

Internet-Based Resources for Developing Listening
Ene Peterson, Tallinn University of Technology, Estonia

Internet-Based Resources for Developing Listening

Developing listening skills comes “naturally” for some students, but with great difficulty for others. Acquiring listening skills can even be frustrating for some students. For some time, listening was regarded as a “passive” or “receptive” skill and, consequently, not particularly crucial as a skill area to be taught. Listening in the real world and listening to authentic texts, however, is obviously more complex. But how can we help our learners become effective listeners and to overcome difficulties in listening comprehension and other barriers to listening?

Why not draw on technology? Learners can use ICT (Information Communication Technology) in developing and improving their language skills, in particular listening comprehension for the following good reasons:

1. Current university students have been characterised as the “Net Generation” and “native speakers” of the digital language of computers, video games, and the Internet. Learners today have high expectations when it comes to technology and they expect a language school or programme to offer opportunities to use technology in their courses, for example via a well-equipped self-access centre.

2. The use of technology outside the language classroom or in the self-access centre can make learners more autonomous. One key feature of using technology in learning is that it allows language practice and study away from the confines of the classroom at your own pace anywhere: a hotel room, the office, an Internet café, at home or, of course, in the self-access language centre.

3. New ICT skills learnt in the classroom (e.g. Internet search skills) can be transferred to real life. Using a range of ICT tools and a web-based environment can give learners exposure to practicing listening regularly, and consequently, become a more effective listener.

4. The use of technology via web-based environment can be current, e.g. using a listening activity with today's news from news websites can add a dimension of immediacy to listening practice.

5. While listening to digital audio or watching a video clip, learners have the opportunity to pause at will, and listen and read a transcript. Moreover, learners can get instant feedback on what they have done (e.g. you watch a video clip/listen to audio and check answers immediately after watching/listening).

6. Learners can access authentic websites, as well as websites for EFL/ESL learners. As learners become used to selecting and evaluating listening materials, they are able to plan out their own use of web-based materials in their own time. This helps them become effective listeners and independent learners.

In this review we will take a look at a number of online resources for developing listening skills (e.g. audio and video, podcasts, video clip tools), and suggest some strategies for improving listening ability.

The Internet – A Goldmine of Listening Materials

Some years ago the Internet held the promise of access to authentic audio and video. Today that promise has been realized. An unending stream of audio and video lessons, television and radio broadcasts, including news and documentaries, and music videos are now at our fingertips through different sources. In addition to this, a new generation of internet tools are available (Skype, podcasts, online webcasts and conferences, voice boards). Moreover, social networks create multiple opportunities for authentic communication.

Audio and Video

The principal benefits of online audio and video start with the range of material in terms of **subject matter**, **accent of the speaker**, and **length**. Some of the activities will only take up a short amount of time, for example listening to the news, whereas

others, such as participating in conference calls or listening to TV broadcasts will require learners to set aside quite a lot of time.

Online audio and video news.

Online listening activities are divided into those that are specifically scripted for English learners, while others consist of authentic materials which have been specially selected.

The BBC World Service Learning English offers both types of activity.

- **News English**

Extra <http://www.bbc.co.uk/worldservice/learningenglish/language/newsextra/>

- **News about**

England <http://www.bbc.co.uk/worldservice/learningenglish/language/newsaboutbritain/>

Short reports from the BBC World Service international radio news with a short summary, transcript, and a glossary of some vocabulary terms.

- **Listen and Watch** <http://learnenglish.britishcouncil.org/en/listen-and-watch>

Five-minute audio reports and transcripts on subjects such as famous people, pop music, and entertainment. Students can listen to or watch news on the computer, or download audio and video files to their mp3 players. Audio and video materials are accompanied by language practice activities that learners can do on their computers while they listen or watch, or print out and do them when they want to.

The BBC News http://www.bbc.co.uk/news/video_and_audio/

A very useful thing about the BBC audio/video is that it contains recordings of individual stories which are one to two minutes long. Learners can choose which topic they would like to listen to. There is a wide variety of different categories – *Business, Technology, World News, UK News, Technology*, and so on. The BBC site is predominantly British English.

CNN News <http://edition.cnn.com/video/>

Similarly to the BBC site, learners can listen to clips of individual news items or to whole programmes. The CNN site is predominantly American English.

Breaking News English <http://www.breakingnewsenglish.com/>

This site has news articles on different topics along with a sound recording of the article accompanied by a resource book with ready-to-use ESL/EFL lessons and worksheets that learners can work with on their own.

Monthly News Digest Online <http://www.englishclub.com/listening/news.htm>

A “news digest” is a summary of news stories. Each month EnglishClub creates a digest in easy English with four short audio news reports from the past 30 days. Monthly News Digest Online has been designed so that English learners can use it on their own not only for practising listening but for reading, writing, and even speaking. It is posted on the first day of each month and includes audio feeds, texts, and exercises. Some tips for listening to the summary of news:

ESL Listening: Podcasts <http://iteslj.org/links/ESL/Listening/Podcasts/>

This is a sub-page of The Internet TESL Journal with different categories of podcasts: for native speakers, newest podcasts by ESL podcasters, listen and repeat podcast for practising intonation, rhythm and intonation, jokes in English podcast, “Learn a song” podcast, and so on.

Learn Songs <http://www.manythings.org/songs/>

This site features folk songs, campfire songs, and group-singing songs that native English speakers sing. These podcasts are short and designed to be listened to more than once, so learners can listen and sing along as many times as they need to in order to learn the song.

Conclusion

Listening comprehension is often the most difficult task for learners of English as a foreign language. Listening in the real world and listening to authentic texts is more complex than listening to non-authentic texts in the classroom environment. Effective listening does not just happen. Access to up-to-date materials via the Internet gives the students opportunities to develop and improve their listening skills by using materials in the self-access language learning centre or outside the classroom. With the appropriate use of technology, learning can be made more active, motivating, and learner-centred, especially with such internet-based resources as audio-video, podcasts, and video clip tools.

6 Improving Pronunciation through Internet Sources

Online resources to improve English pronunciation

Adapted from Teaching with Technology webinars: Tools and Websites for Teaching Pronunciation by Tatiana Nedelko.

Every day, we discover more new tools online that support learners in their journey towards English language proficiency. Not only will these tools help you learn faster, but many are also designed to motivate, inspire and make learning more fun. These tools are so effective even ESL teachers use them!

We focus on listening skills and polishing your spoken English this time. Here are several websites and tools you can use, as suggested on our Teaching with Technology series. Most of these are free (at least for the basic features) so try them out and see which ones will help you best:

Pronouncing words can sometimes be difficult. But don't worry, even native English speakers have a hard time with them.

This why it is necessary to practice saying English words as often as you can. Aside from engaging in conversations regularly, these resources can help you practice:

Spoken Skills learning lab – This website features free self-practice activities for learners. Through its practice pages, you can listen to a phrase, speak or practice saying it, then compare your delivery by recording yourself. You can even download the teacher's audio example and listen to them on an mp3 player if you want to learn on-the-go. Phrases are grouped by topic and are easily accessible.

Simple English News – The site features a collection of short news with audio recordings. You can read the text while listening to the audio clip review some vocabulary words and even take a quiz to heighten your comprehension.

BBC site (pronunciation tips) – This site contains videos, quizzes, activities and downloads to help you practice English pronunciation. You can imitate the sound, rhythm, intonation and stress of the words or symbols on the video or audio clips. These can be downloaded on your computer for your use anytime. It even has a guide for phonetic symbols which will be very useful in the course of your English language learning.

Recording – Voice recording is a great way to practice pronunciation. It's an effective tool to find out if you are pronouncing words properly and if you can be understood. The following sites are great for voice recording and providing assessment or feedback as well (some sites may need registration). You can even send your audio/video clips to your teacher:

- **Soundcloud** (needs registration) – You can create audio clips and ask your teacher to comment at any point of the recording.
- **Audiopal, recordmp3online and Vocaroo.com** – These sites do not need registration. They are voice recorders that are very simple to use. You can save the files and send (if you need your teacher to hear them).
- **MailVU** – This is an easy to use tool that allows you to record and send media files right away. You don't need to register or download the application.

Interactive games – [Cambridge English Online.com](https://www.cambridgeenglishonline.com) offers various fun and challenging ways by which you can improve your pronunciation and knowledge of phonetics.

English Accent Coach – This is a website and mobile application developed to help English language learners fine-tune their English pronunciation. With this sound recognition tool, you learn through interactive game-like activities and track your progress. It is free and you don't need to register to use it. However, it also has some paid features that you can avail.

Dictations Online – Through this tool, you can learn sound recognition and pronunciation (and spelling) of difficult words. At first, a whole passage is read at a normal pace for you to get the gist. Then it is read slowly twice, for you to write the words down. After this, everything is read again for you to check your work. Finally, the written text is shown for you to compare and check your work. The passages are arranged by English level, from beginners to advanced.

Dictations io – This is a voice recognition tool that can help develop your pronunciation and spelling skills. For this, you dictate a paragraph which the tool writes down on the screen. If you did not pronounce a word clearly, it will be misspelled on screen. You can save the resulting text in your computer.

Rachel's English – This site teaches American English pronunciation and the keys to conversational English (rhythm, intonation, linking and stresses). It has over 400 free videos that feature a variety of topics, as well as exercises and tutorials on correct mouth positions when pronouncing words.

English Central You Tube Channel – This site has numerous free videos and tutorials that can help you properly pronounce sounds.

7 Collaborative Learning through Movie-Making

Movie-Making in the Classroom

By Beth Newingham

In our classroom, we enjoy making movies to extend our learning. Writing scripts and working together to display our knowledge in a creative way are both benefits of movie-making in the classroom. We use the movie-making process to help us understand, reinforce, and review new concepts we are learning in different areas of the curriculum. We also make creative movies to enhance our ability to write interesting stories. I have found that movie-making is a great way to build community among students, hone students' writing skills, engage students'

creative imaginations, and instill confidence even in those students who might begin the school year afraid to be in front of the camera. Movie-making is a certainly a collaborative and exciting way to make learning come alive in your classroom!

READ ON to learn how to start making movies with the students in your classroom. You will find software suggestions, tips for using a makeshift green screen, and examples of creative movies we've made in our classroom!

What You Need to Get Started

- **Video Camera:** You will need a digital video camera to shoot the scenes and then capture the scenes onto your computer for editing. We use a [Sony Handycam](#) and also [my Flip Video](#) camera to shoot scenes of my students when making movies in our classroom.
- **Video Editing Software:** You will need software on your computer to edit the footage you shoot in your classroom. I use [Pinnacle Studio Ultimate version 12](#). However, there are many user-friendly video editing programs including [Windows Movie Maker](#), and [iMovie](#) (for Mac users).
- **Computer With Ample Hard Drive Space:** Video takes up a great deal of space on your computer's hard drive, so it is important to use a computer with adequate hard drive space.
- **Green Screen (optional):** If you are planning to create movies in which students will pretend to be in places other than your classroom, you may choose to use the green screen/chroma key effect. In order to do this, you can create a makeshift green screen using a green or turquoise blanket or sheet.
- **Costumes (optional):** Over the years, I have gathered many costumes and accessories that students have used in many of our class movies. Hitting post-Halloween sales or using old clothes of my own have helped me add to my ever-growing costume boxes. My students also often put together their own costumes using clothing and props from home.
- **Tripod (optional):** It is often helpful to have a tripod when filming scenes in your classroom. This will ensure that your footage is not jerky or blurred. By using a sturdy tripod, students can also take turns being the camera operator.

The Process of Making a Class Movie

I know going in to any school year that I will make at least two movies with my entire class. Whether we make the movies to promote a schoolwide event or as a culminating activity for a unit of study, the goal is to involve my students in a collaborative and purposeful activity. The steps below explain the process of making a class movie.

Brainstorming

The process begins at our class meeting where we decide on a topic or theme for a class movie. Oftentimes an idea has already surfaced during a learning experience in our classroom, and we gather together to brainstorm and develop specific ideas as a class. This is a way for all students to be involved in the planning process. Students take turns explaining their ideas to the class, and I list all of the ideas on chart paper. Movie ideas in my classroom have ranged from a creative adventure that highlighted places in our local community to a fun yet informative reenactment of a day aboard the Titanic. We have also created commercials promoting our schoolwide skating party. The options for movie topics are endless!

Developing a Plot and Assigning Roles

Once we have decided on a plot, we then create a rough draft of a storyboard on chart paper. Using PowerPoint, I type the agreed upon scenes into PowerPoint slides on my computer and project them on my TV for the entire class to see. The storyboard helps us organize and sequence our ideas to determine the different scenes that will ultimately be part of the movie. PPT Once we determine the scenes we will need, we then list all of the acting parts in the movie and add parts (if necessary) to be sure that all students will have a role. I have yet to have a student who does not want to be in a movie, but, if this is the case, stage hands, camera operators, and set or costume designers can also be listed. I then type up the list of roles and have students rank their role choices on their own copy of the list. I try to give each student one of their top five choices. Students can even write a persuasive paragraph to let me know why they think they would be good in a certain role.

Writing the Script

Once the roles are assigned, students work in small groups with the other students in their scene to write their script. Writing workshop mini-lessons focus on scriptwriting and how this genre of writing includes stage directions as well as indications of who is speaking each line. Students may even type up their scene on

a PowerPoint slide. All of the slides are combined into one slide show and rearranged in the order they will be performed as I project the slide show on the large TV in my classroom for the entire class to see. The storyboard view helps us organize and sequence our ideas to determine the final order of the scenes that will ultimately be part of the movie. Each student receives a copy of the PowerPoint slides (printed as handouts).

Planning & Practicing the Scenes

After all scenes are written, students make a list of props that they will need to make or bring from home. This also includes costumes. Although I have collected quite an array of costumes over the years that are often used, students also enjoy designing their own costumes by gathering materials and clothing from home. Students also determine if their scene will need to be taped in front of a green screen and decide whether or not they will need certain pieces of furniture or other props in their scene. Actors then memorize their lines and practice their scene to make sure it is ready for filming.

Filming the Scenes/Using a Green Screen

Sometimes we film scenes in front of our makeshift "green screen" using a turquoise blanket and sheet. This allows me to project images behind the students when editing the video on the computer. For many movies, students look like they are in different states and countries. I am lucky to have an entire wall in my classroom that is a bulletin board. I use tacks to pin up a large fleece blanket behind students when we are filming these scenes. If it is a full-length scene, I will also put a turquoise blanket on the floor. The photos below show you the original video footage before editing and then the scene in the final movie once the chroma key effect has been applied in Pinnacle Studio.

Editing the Video

The scenes are captured onto my computer and edited using Pinnacle Ultimate Studio version 12. It is a user-friendly program that includes many great features including built-in music, titles, 3-D transitions, and DVD menus. While it can be difficult to put the editing in the hands of my 3rd graders, I do try to make them a part of the process. One way to do this is to allow them to determine the mood of the music for their scenes. Pinnacle Studio allows you to search for music loops by determining the theme or mood of the music. Students love choosing their own music and selecting sound effects for their scenes. Students can also create their own music using kid-friendly software programs like Super Duper Music Looper.

8 Video Resources for Improving four skills

Learn English with YouTube: The 11 Best Channels

Have you tried to learn English with YouTube?

YouTube isn't just about cats and silly videos anymore. You'll quickly find thousands of English learning videos on YouTube—for free. But then how will you know what to watch? To help you, **I've picked my top 11 channels to help you learn English with YouTube**. The styles are all very different, but they're all really fun and interesting.

Wait. Why Should I Learn English with YouTube?

So, you might be asking: "Why should I use learn English with YouTube?"

Here are a few reasons:

- You might already have books or classroom lessons, but having a variety of materials can promote learning.
- You can pause and rewind YouTube English videos whenever you need to.
- Many of the videos let you see the speaker's mouths. This way you can better understand how their mouths move to create different English sounds.

One of the best reasons to learn English on YouTube is that most of the lessons are short, but convey a lot of information in easy-to-understand ways. There's no chance of you losing your focus. By dipping into one short lesson a day you will soon notice the difference in your ability to speak English.

Learning any new language is going to be a challenge. But the experience doesn't have to be painful. You can even find thousands of YouTube videos with *extra* English learning features on [FluentU](#). FluentU takes **YouTube English lessons plus authentic English YouTube videos** (like movie trailers, music videos, inspiring speeches, etc.) and adds fun learning tools.

For example, FluentU provides **interactive subtitles**. You can click any word in the subtitles for an instant definition, memorable picture and examples. Every FluentU English language video also comes with flashcards and fun quizzes to make sure you remember the words you've learned.

The videos are conveniently **organized by level** (beginner to advanced) and you can take them anywhere with the FluentU apps for iOS or Android.

Whether you are a child, teenager or adult, absolute beginner, intermediate or advanced ESL student, YouTube has a lot of English learning videos and channels that are available for free. Hope you enjoy the ones shown here!

Learn English YouTube: 11 Channels You've Gotta Subscribe To!

1. Learn English with Misterduncan

This is one of the most popular YouTube channels for English learning videos. It's easy to see why.

Misterduncan is passionate about his topic. He's excited about English and you can feel it in these well-made videos. He uses humor a lot of the time to help you learn. Misterduncan teaches English to the world for free and has had a channel on YouTube since 2006. There are many lessons on topics like the senses, slang, news, fashion and money. They're easy to watch and are about how the language is spoken instead of grammar.

2. Learn English with EnglishClass101.com

Designed for **rapid English language learning**, these interesting video lessons cover many aspects of American and British culture. So you can discover more about the countries as you learn their language.

If you love their videos, there's much more that you can learn from EnglishClass101 by Innovative Language.

It's so much more than a YouTube channel! It's actually a complete English learning program with over 1,000 English language video and audio lessons. You can **sign up for free** and learn more on their official website, here.

3. Real English

Real English is one of the best YouTube channels for English language beginners and has a large library of free lessons. Each one includes two videos, one with subtitles and one without and a handful of exercises.

It has real people and real-life situations, so you get a true feel for how people really speak English.

4. BBC Learn English

From one of the world's most famous broadcasting companies (the British Broadcasting Corporation) comes a bunch of free English language lessons. They're in a **variety of formats** such as real-life situations, cartoons and interviews. There's also a really cool collection of videos for words you'll hear in the news. The videos are short but filled with a lot of really good information.

5. British Council: Learn English Kids

Songs are among the most enjoyable and effective ways to learn a new language. Their melodies and rhythms help to create strong memories, vital for picking up new verbs, expressions and colloquialisms.

Both children and adults who are learning English as a second language can benefit from listening and singing along to nursery rhymes (traditional kids' songs), as they help to improve memory and recall skills.

The British Council's Learn English Kids is a superb channel that's packed with animated videos of nursery rhymes. Each well-produced English language video features entertaining cartoons and subtitles in English.

Children love being read stories and the British Council's YouTube channel also features animations of favorite children's tales including "Goldilocks and the Three Bears," "Jack and the Beanstalk" and "Little Red Riding Hood." As with the nursery rhymes, the cartoons are accompanied by subtitles in English.

https://youtu.be/Oaw-d3r_glc?

The channel also features a "word of the week" English language video series where you can see and hear children from around the world say a new word.

6. Business English Pod

You can ask for directions, get a meal in a restaurant and tell the time in English. But what if you're called on to attend a business meeting conducted in English? There's no need to break out into a cold sweat as Business English Pod has it covered with clear and thorough lessons on topics such as supply chain management, finance/economics and contract law.

7. VOA Learning English

VOA is something **a bit different**. The channel offers subtitled news reports that are read out at slower speeds than normal. This gives the viewer time to hear every word clearly and to see the shape of the announcer's mouth as he or she reads the script.

VOA also posts its Google+ Hangouts where callers from around the world discuss in English the stories that have been making the news. Other Hangouts provide tips on grammar and different aspects of speaking the English language.

8. JenniferESL

English with Jennifer is a rich collection of **hundreds of videos** that are grouped into easy-to-use playlists. There are lessons for beginners, lessons to improve your writing in English, lessons on grammar and many more.

What marks them out as a cut above the rest is the fresh and simple presentation and the special focus on pronunciation. There are no scripts and no actors, just real, natural English language speaking. In common with many other language learning channels, there is interactivity as well.

9. British

British takes a **different approach** from many other language learning channels. It concentrates learning around interesting things that you may encounter. For example, there are lessons about the vocabulary you will need at an airport, creepy-crawlies (insects) and types of musical instruments.

The narration is straightforward and accompanied by subtitles and occasionally some fascinating scenes. The lessons all link to follow-up interactive elements on the British website, which are also free.

10. EF podEnglish

Learning English with YouTube is a lot easier with EF podEnglish. These are slick, **bite-sized five-minute English lessons** that are aimed at English language learners at every level, from absolute beginners to advanced students. They're well-structured with a three-part lesson plan: watch, learn and try.

There's a great range of topics, too. These include families, pets, directions, weather, films and technology. Some of the lessons use humor to get the points across. These are welcome touches that make learning easier and ensure that new words are memorized.

11. Learn American English

This channel's videos are designed to help you learn English quickly and include real American slang, idioms and phrasal verbs.

This is a **good introduction to common American words** that differ from their English counterparts.

GLOSSARY

Theme 1

1. Implement - amalga oshirish
2. disseminate - tarqatish
3. Binary digit - ikkilik raqam
4. Encrypt - shifrlash
5. Manual source centered - qólda markazlashtirilgan manba
6. Unavoidable - muqarrar
7. Exterminate - yóq qilish
8. Curriculum content - óquv dasturining mazmuni
9. Initiator - tashabbuskor
10. Software - dasturiy ta'minot

Theme 2

1. Facilitate - osonlashtirish
2. Application - ilova
3. Error prone - xatoga moyil
4. Synchronous cyber classrooms - sinxron (tôgridan-tôg'ri) kiber (onlaynlashgan) sinflar
5. Conceptualisation - tushunchalar bilan ta'minlash
6. Stimulus - rag'bat
7. Complement - tóldiruvchi
8. Jumbled - chalkash
9. Reinforcement - kuchaytirish
10. Hardware - apparat
11. Database - ma'lumotlar bazasi
12. Peripheral - kompyuter bilan birga ishlatiladigan
13. Troubleshooting - nosozliklarni bartaraf qilish
14. Distribution - tarqatish
15. Typesetter - yozuvchi

Theme 3

1. Digital - raqamli
2. Work flow management - ish oqimini boshqarish
3. Reverse - teskari
4. Artifact - buyum

5. Portfolio - portfel, ma'lumotlar jamlanmasi
6. Outcome - natija
7. Folder - papka
8. Reflection - aks ettirish
9. Hypertext - ôta katta matn
10. Burn music - musiqa yoqish
11. In sequence - ketma-ketlikda
12. Decompress - kamaytirish (bosimni, biror narsani oqimini)

Theme 4

1. Dozens of - ônlab
2. Placement test - joylashtirish (sinflash) testi
3. Gauge - ôlchash
4. Input - kiritish
5. In bold - qalin (yozuvda)
6. Satellite communication - sun'iy yôldosh aloqasi
7. Transmitted - uzatilgan
8. Verbal response - og'zaki javob
9. Interactive - aloqaviy
10. Sign language - belgi tili
11. Immersion - aqliy ravishda biror mashg'ulotga shông'ish

Theme 5

1. Acquire - egallash
2. Passive - nofaol
3. Receptive - qabul qilinadigan
4. Listening comprehension - tinglab tushunish
5. Barrier - tósiq
6. Self-access centre - ôz-ôzidan kirish markazi
7. Confine - cheklov
8. Dimension of immediacy - bevositalik ôlchovi
9. Authentic - haqiqiy
10. Subject matter - mavzu
11. Protocol - rasmiy jarayon, hujjat, qoidalar tizimi
12. Triangulate - uchburchak hosil qilish

Theme 6

1. Delivery - yetkazib berish

2. On-the-go - yolda
3. Imitate - taqlid qilish
4. Assessment - baholash
5. Fine-tune - aniq qilib sozlash
6. Recognition tool - tanib olish vositasi
7. Avail - foydali bólmoq
8. Podcasting - audio fayllarni tayyorlash va tarqatish
9. Fileshare site - fayl almashish sayti
10. Webcast - veb-translatsiya
11. Streaming - ma'lumot almashish usuli
12. Plug-in - elektr uskuna orqali ulanish

Theme 7

1. Collaborative learning - hamkorlikda ôrganish
2. Movie-making - kino tarqatish
3. To shoot - tasvirga olish
4. Footage - kadrlar
5. User-friendly - foydalanuvchi uchun qulay
6. Adequate - mos
7. Ever-growing- doimiy ôsib borayotgan
8. Brainstorming - aqliy hujum
9. Chart paper - diagramma qog'ozi
10. Commercials - reklamalar
11. Instill - asta-sekin ongiga singdirish
12. Plot - syujet

Theme 8

1. Platform - platforma
2. Promote learning - ôrganishni rag'batlantirish
3. Convey - yetkazish
4. Interactive subtitles - interaktiv subtitrlar
5. Sign up - rôyxatdan ôtish
6. Broadcasting - eshittirish
7. Buddy list - dôstlar rôyxati
8. Netiquette - internetdan foydalanish madaniyati
9. Avatar - biror kimning internetdagi rasmi
10. Simulation - ôxshash uchun harakat, taqlid qilish jarayoni

Information communicational technologies in translation: O‘quv-uslubiy qo‘llanma / D.S. Saidkodiroya. - T.: “SupportScience”, 2024. - 64 bet.

The educational–methodological guidebook is created for students of higher educational institutions who study English not only in philological but also in technical fields. The guidebook includes current topics of information technology and the global network.

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